

**District of Columbia IDEA Part B Annual Public Reporting of Local Educational Agency Data on the  
State Performance Plan Indicators and Targets for  
FFY 06 (SY 2006-2007)**

The Individuals with Disabilities Education Act of 2004 (IDEA 2004) requires states to publicly report Local Educational Agency (LEA) performance against targets established in the State Performance Plan (SPP). The SPP is a six-year plan that describes the state's efforts to implement the requirements of the IDEA and improve results for students with disabilities. The SPP articulates how the District of Columbia will improve its performance on prescribed Indicators. The state must report, in its Annual Performance Report (APR), on its progress toward meeting the measurable and rigorous targets detailed in its SPP. The District of Columbia SPP and APR are available at the Office of the State Superintendent of Education (OSSE) website: <http://www.osse.dc.gov/>.

Public Reporting- Relevant Sections of IDEA 2004:

SECTION 616 states--

“(C) PUBLIC REPORTING AND PRIVACY-

“(i) IN GENERAL- The State shall use the targets established in the plan and priority areas described in subsection (a)(3) to analyze the performance of each local educational agency in the State in implementing this part.

“(ii) REPORT-

“(I) PUBLIC REPORT- The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.

“(II) STATE PERFORMANCE REPORT- The State shall report annually to the Secretary on the performance of the State under the State's performance plan.

Department of Education, Office of Special Education Programs (OSEP), Minimum Requirements for Reporting to the Public<sup>1</sup> :

- States must report current 618 SPP indicator data on every LEA/EIS program every year;
- “If the Secretary permits States to collect data on specific indicators through State monitoring or sampling, and the State collects the data through State monitoring or sampling, the State must collect data on those indicators for each LEA[/EIS program] at least once during the period of the State performance plan” [§300.601(b)(2)];
- “If the State...collects performance data through State monitoring or sampling, the State must include in its report...the most recently available performance data on each LEA[/EIS program], and the date the data were obtained” [§300.602(b)(1)(ii)];
- Public report presents LEA/EIS program data;
- Report covers Part B Indicators 1-14;
- Report covers Part C Indicators 1-8;<sup>2</sup>

<sup>1</sup> From 7/10/06 OSEP Guidance to states on reporting SPP data to the public.

<sup>2</sup> Responsibilities for IDEA Part C during FFY06 (SY 2006-2007) were not under DCPS in its capacity as the State Education Agency, but rather under another agency in the District of Columbia; therefore, they are not included in this report.

- Status report presents LEA/EIS program performance in relation to state targets;
- Public reporting must ensure broad dissemination such as posting on the agency's website;
- The report must be accessible to individuals with disabilities;
- Public report must clearly reflect the SPP indicators; and
- Report must be understandable to the public.

For purposes of IDEA Part B public reporting of FFY 06 (SY 2006 – 2007), the District of Columbia Public Schools (DCPS) include the public charter schools (PCS) that elect to use DCPS as their LEA for the purposes of IDEA. The following charter schools fall into this category, and their performance is included in DCPS's overall performance as an LEA against SPP targets: AppleTree Early Learning PCS, Booker T. Washington PCS, Bridges PCS, Carlos Rosario International PCS, Cesar Chavez Public Policy Charter High School, Children's Studio School, City Lights PCS, E. L. Haynes PCS, Eagle Academy, Education Strengthens Families, Elsie Whitlow Stokes Community Freedom PCS, Hyde Leadership Academy, Ideal Academy, KAMIT Institute for Magnificent Achievers (KIMA), KIPP DC PCS, Latin American Montessori Bilingual (LAMB) PCS, Paul PCS, Roots PCS, Sasha Bruce PCS, St. Coletta Special Education PCS, The Next Step (El Proximo Paso) PCS, Thurgood Marshall Academy, Tri-Community PCS, William E. Doar, Jr. PCS for the Performing Arts, and YouthBuild PCS (due to age ranges served, not each of the following indicators is applicable to all PCS and not all PCS actually had special education students enrolled).

Thirty-one public charter schools that functioned as their own LEAs are reported individually.

#### The Office of the State Superintendent of Education (OSSE): Establishing Sound Data Collection Systems

Over the FFY 2007, the OSSE and its Department of Special Education underwent both significant transition and growth prompted by the June 2007 authorization of legislation (The Public Education Reform Amendment Act of 2007, D.C. Law 17-9) that transferred governance for DC Public Schools (DCPS) from the Board of Education to the Office of the Mayor. This legislation established a formal state education agency for the District of Columbia which assumed all state-level education responsibilities on October 1, 2007. Over the course of the ensuing year, the OSSE created a five year strategic plan with input from key stakeholders across every sector of the community over the course of a full year. This plan, issued in October, 2008, identified three critical action areas, one of which is special education reform (copies of the OSSE strategic plan can be found at [www.osse.dc.gov](http://www.osse.dc.gov)).

The OSSE recognized that in order to effectively measure progress toward its goals and objectives, sound systems for data collection must be developed and utilized. To this end, the OSSE has made the development of both the State Longitudinal Education Data (SLED) system and the Special Education Data System (SEDS) a top priority.

The SLED system is a comprehensive data system designed to increase accountability for all education stakeholders. Over the SLED's five-year development period, the OSSE will gradually incorporate information from educational data systems throughout the District, including data from the District's public and charter LEAs and from public pre-kindergarten and post-secondary and college institutions. Ultimately, it will also include data on students participating in publicly-funded voucher programs in DC's private schools and students who attend private schools that receive Title I services under No Child Left Behind.

The SLED offers the community a single comprehensive system for standardized information about students' academic development over multiple years and across the District's education institutions. Available online through web-based portals, the SLED will include instructional support for educators and provide the

community, researchers and other stakeholders the information they need to assess outcomes, conduct education analyses and report results ([www.osse.dc.gov](http://www.osse.dc.gov)).

The SEDS system is a comprehensive data system designed to support high quality, seamless service delivery for children with disabilities within the District. SEDS is currently in its first phase of implementation and has been made available to all LEAs, including DCPS to support the goal of optimizing the District of Columbia's delivery of special education services to all students. As articulated in the FFY 2006 APR, through utilization of SEDS, the OSSE continues to make significant progress toward meeting the following objectives:

1. To automate and streamline the Individualized Education Program (IEP) development, management, and historical record keeping for local districts and school sites
- 2) To improve service delivery by reducing the burden of paperwork and allowing staff to focus on delivering quality instruction and services to students with disabilities
- 3) To support best practice in special education management by providing real-time district wide reporting, accurate and reliable state and federal reporting
- 4) To facilitate compliance and quality assurance through improved data accuracy, auditing, and timeline management.
- 5) To support seamless transitions for students via an improved process for student special education records transfer between schools and districts.

While the capacity to collect valid and reliable data increases, the data shared for the FFY 2006 reflects long-standing difficulties related to data collection and verification in prior reporting years. The OSSE has moved swiftly to address these issues via the development of SEDS, and it is our expectation that the data available for performance reporting will be significantly enhanced moving forward.

#### Overview of FFY 2006 Public Reporting Indicators:

Of the 14 Part B indicators covered by public reporting requirements, the following APR indicators are reported as specifically required for the FFY 2006:

1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

2: Percent of youth with IEPs dropping out of high school with a regular compared to percent of all youth in the State dropping out of high school.

3A: Participation and performance of children with disabilities on statewide assessments- percent of LEAs meeting the State's AYP (Adequate Yearly Progress) objectives for progress for disability subgroup.

3B: Participation and performance of children with disabilities on statewide assessments- participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

3C: Participation and performance of children with disabilities on statewide assessments-proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

4: Rates of suspension and expulsion. A) Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.

5A: Percent of children with IEPs aged 6 through 21 removed from regular class less than 21% of the day.

5B: Percent of children with IEPs aged 6 through 21 removed from regular class greater than 60% of the day.

5C: Percent of children with IEPs aged 6 through 21 served in public or private separate schools, residential placements, or homebound or hospital placements.

8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

9: Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

10: Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).

12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

***Please Note: There is no requirement to report out to the public on FFY 2006 (SY 2006-2007) data for indicators 6, 7 or 14.***

Key for FFY 2006 Public Reporting Table:

\* – Data are either unavailable or are not considered complete and reliable. Additionally, some Indicators may not be applicable to each public charter school LEA.

N/A – Results are not reported due to the low number (fewer than twenty-five) of children assessed.